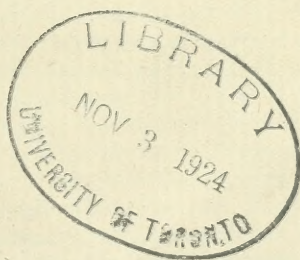


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UNIVERSITY OF SASKATCHEWAN

SASKATOON

The President's Report



1908-09

University of Saskatchewan

Report of the President

To the Chancellor

And Members of Convocation.

The University Act requires the Board of Governors to submit a financial report each year to the Legislature. It seems fitting that this University should follow the practice of the older Universities, and require its President to report each year upon the educational work of the University. Such reports should contain more than bare records of facts. They should, from year to year, present to the public discussions of questions of educational policy, suggestions for the enlargement of the sphere of the University and plans for increasing its usefulness.

Constitutional

The Constitution of this University is unique. Universities supported by private endowments are usually governed by Boards recruited by co-option, or by co-option and election by benefactors Alumni or interests of different kinds. State Universities are controlled either directly by the Government of the day, or by a body of men chosen by the Government or directly by the people. The private University is in danger of becoming unresponsive to the needs of the community which it serves except when it is compelled to solicit aid. The State University is exposed to the rapacity of the party spoilsman. Many State Universities in their early years suffered from this cause; but the good sense of the people ultimately asserted itself and the State University was placed beyond the reach of the dispenser of political patronage.

In giving to Convocation, or the University graduates in the province, the right of electing the Senate, or supreme governing body of the University, the University Act has placed the control of the University in the hands of a body which is non-political and yet democratic. The Senate controls the educational policy of the University and through its five representatives on the Board of Governors it exercises a dominating influence in the management of its financial affairs. The Government of the Province, however, retains a control of the financial demands of the University. For through the three members appointed to the Board by the Governor-in-Council it has a voice in the deliberations of the Board, and through the exercise of its right to veto objectionable capital expenditure and of its right to approve or disapprove of all loans and of the annual estimates it has an effective check not only upon extravagance but upon undesired expenditures.

Undoubtedly the Senate will become more and more a legislative body with a veto, while the administration of educational matters will be left in the hands of the Council. The Council is at present a

Committee of the Senate. But at the last annual meeting the Senate agreed to ask that the University Act be so amended that the administration of educational matters be placed in the hands of the University Professors and Assistant Professors, subject of course to the approval of the Senate. If such an amendment be adopted the constitution of this University will become more like that of Queen's, McGill and Dalhousie, which have followed the Scottish Universities, where the *Senatus Academicus* or the staff controls educational affairs and the University Court has charge of appointments and the finances of the University. If the members of the staff are fit for their positions they surely are competent to draft courses of study, to examine and discipline students and to recommend candidates for degrees, subject to the approval of the supreme governing body.

The Two Problems.

The organization of the machinery of University government was completed when the President was appointed in August last. The Board of Governors immediately addressed itself to two problems of great difficulty—the location of the University and the determination of the scope of its work. A committee was instructed to study the leading State Universities in the West and report upon the best way in which this University could serve the province.

The Claims of Agriculture.

The Committee returned from its tour of inspection firmly convinced that this University should keep in the forefront the great needs of a prairie province. In Wisconsin they saw an admirable example of a University whose watchword is service of the State. In the University of that State there is a happy blending of the best of the old and the new—a harmonious combination of the Liberal Arts and Pure Sciences with the Sciences applied to Agriculture and the Professions. Culture and Utility receive equal emphasis; both inspire Research and are in turn strengthened by it.

In a province, destined for many years to be predominatingly agricultural, the Provincial University should place the interests of agriculture in the forefront, or renounce its title to provincial service. At the same time the Provincial University should be as broad and as varied as the many-sided interests of its people. It should not neglect those studies, those instruments of culture which make for the growth of character, the cultivation of sentiment, the awakening of intelligence and the enrichment of life.

An Undivided University.

The Committee reported strongly against dividing the work of higher education among separate institutions. They found that in those States where the College of Agriculture or of Mining or of Medicine or of Law is separated from the University, not only do jealousy, unseemly rivalry and disgraceful waste embitter and paralyze, but the separated interests also become narrow and in not a few cases unprogressive. Agriculture loses by being cut off from the other currents of public life; in like manner the professions and the literary and scientific interests in their isolation become self-centred and indifferent to the great practical interests of the people. As examples of the benefits of union may be cited the Universities of Wisconsin, Illinois, Missouri and Minnesota. They are strong, efficient and

progressive. In each the College of Agriculture has been an agency of inestimable value in keeping the University in close touch with the needs of the people; and in each the University has given to the College of Agriculture a scientific spirit and an assistance in scientific research that has placed the farmer on an equality with the most skilful engineer or professional practitioner.

It is true, that many of the older Colleges of Agriculture in Canada and the United States have but a nominal connection with the State University. Fifteen years ago the opinions of those interested in agricultural education were fairly unanimous in favour of separation. To-day conditions have changed. The Committee of the Governors found that in every University, where the College of Agriculture is an integral part of the University, both the leading men in the University and in the College of Agriculture were emphatic in believing that the two should be together. The Committee also found that in those provinces and states where the two are separated many of the leading men in the Colleges of Agriculture no less than those in the Universities were of the opinion that in a new country they should be together if the spirit of the University is sympathetic. Dean Davenport of the College of Agriculture in the University of Illinois, once a strong advocate of separate institutions, believes that conditions have so changed that union is to-day far better. President Snyder of the Michigan Agricultural College (the oldest Agricultural College in the United States), a life long champion of a separate College in his State, believes that the changed conditions and the economic advantages recommend union in new countries. Professor Day of Guelph judiciously states the conditions of successful co-operation. "If the men in the Agricultural department are strong, if the spirit of the University is sympathetic and if the President is unbiased, there is no reason why the two should not work well together."

Ample safeguards have been adopted to secure successful co-operation. The approval of the Governor-in-Council is required of all estimates of expenditure, and the Dean of the College of Agriculture will have ample opportunities to present the claims of the Agricultural College. The Governors expressly undertake to provide the instruction necessary to enable the farmers' sons to come direct from the public schools to the Short Courses in the College. Further through an Advisory Committee the farming community will be enabled to keep the instruction in the College in close touch with the needs of agriculture in this province.

Of the sympathy of the governing bodies of the University with the needs of Agriculture there can be no doubt. The Chancellor, Chief Justice Wetmore, was one of the first in public utterances to declare that the University should put the interests of agriculture in the front. The Senate and the Governors were unanimous and emphatic in their approval. The President urged the establishment of a College of Agriculture in the University in his letter of acceptance.

The staff already selected for the College of Agriculture is a sufficient proof of the determination of the University Governors to secure strong men and strong men only and to give them generous support.

The greatest safeguard, however, is the temper of the representatives of the people. In their addresses to the people the leaders of both parties have declared emphatically in favor of the establishment of a College of Agriculture. In the Legislature they reaffirmed their declarations and warmly approved of the decision of the University to make Agricultural Education one of its earliest charges. The Governor-in-Council in approving the purchase of an ample site for the College Farm indicated the scope of the Government's plans for Agricultural Education. This has been confirmed by the declarations of the members of the Government that the equipment shall be worthy of the great interests involved and equal to the task of providing a College equal in efficiency to the best.

The Hon. Mr. Motherwell, Minister of Agriculture, has displayed great generosity and magnanimity in transferring the educational work of his Department to the University. The transference carried with it some of the most efficient members of his staff, yet the Minister consistently subordinated his personal convenience to what was best for the cause of Agriculture and the University in this province.

Extracts from the report of the Committee to the Board of Governors are given below; and following these is a copy of the resolution adopted by the Governors:

"We strongly recommend that the College of Agriculture in this Province be united with the University and that all departments of University work be placed in the same locality.

"We believe that union will prevent both the waste due to separate institutions and the demoralizing rivalry which too frequently appears between them. Union will also secure for the teachers trained in the University the advantages of courses in Agriculture and Domestic Science and will in this way greatly facilitate the introduction of the teaching of Agriculture into our Public and High Schools. While union will place at the disposal of the students of Agriculture the literary, scientific and social advantages of the University, it will also bring the University students into closer touch with Agriculture and quicken their interest in the great industry of the Province.

"Our own observation of the Colleges of Agriculture in the Universities of Minnesota, Wisconsin, Illinois and Missouri and the opinions of those interviewed in these institutions and elsewhere warrant us in holding that the interests of Agricultural Education, no less than those of the University, will be better promoted in this Province by union than by separation."

Extract from Resolutions, re College of Agriculture:

"That in establishing a College of Agriculture the Governors agree (1) to make such provision for instruction in the Elementary Sciences, English and Mathematics as may be required to enable the students in Agriculture who are insufficiently prepared to take their courses with profit; (2) to give the Dean of the College an opportunity to present the needs of the College when the estimates are being prepared or appropriations are being divided among the different Colleges and departments; and (3) to appoint one of the five members of an Advisory Committee on Agriculture whose

"duty it shall be to inspect from time to time the work of the Agricultural College and the College Farm."

The principle of union, the Committee of the Governors placed at the very basis of the University. Their opinion was approved by the University Council, was adopted without a dissenting voice by the Senate and was accepted as basal by the Governors. Everybody recommended "that all departments of the University be placed in the same locality."

The first step in carrying out this recommendation was taken when it was decided to establish in the University both a College of Arts and Science and a College of Agriculture. Many steps remain to be taken, but I believe every true friend of higher education will forget personal and local interests and in a spirit of magnanimity and unselfish devotion to the province will spare no effort to preserve the Provincial University undivided.

Location.

For two years or more the question of the location of the University has distracted the people of the province. The very intensity of the struggles for the honor was an indication of the high estimate which the people of the province placed upon a University. Time was when cities and towns were glad rather than sorry to see the turbulent tide of student life flow through other gates.

It would be unwise to re-open the strife by a discussion of the question. The location is settled and an excellent site has been purchased. The faces of the authorities should be turned to the future, not to the past. It is out of keeping with the spirit of the West to waste time in threshing old straw.

The location of the University, important as it is, is after all of slight importance compared with the success of the University. It is incumbent, therefore, on every true friend of the province to give loyal support, and to spare no effort to make the University a powerful instrument for the advancement of the well-being of the people.

A Great State University

Sixty years ago the University of Wisconsin was founded. For twenty years it was hampered by poverty and crippled by criticism. To-day it has over 350 instructors on its staff; it embraces Colleges of Letters and Science, of Agriculture and Engineering, of Medicine and Law; and it includes within its scope, phases of educational work as diverse as the highest grade of Research in the Graduate School and the supervision of Farmer's Debating Clubs, as diverse as the criticism of poetry and the curing of cheese; its annual income exceeds \$1,000,000; its buildings and equipment cost nearly \$4,000,000; it gathers within its halls over 4,000 students; through its extension work last year it came into direct contact with fully 100,000 people in the State; its discoveries have saved the people of the State more than a \$1,500,000 annually; its professors through their services as experts have enabled the political leaders to give to the State, laws and an administration of public affairs that are the equal of the best. It has not only contributed much to the wealth and prosperity of the State, but by its devotion to high educational ideals and by its interest in the home life of the people it has placed within the reach of

the lonely and struggling settler the means of happiness and opened up opportunities of a better and richer life.

And yet the State is neither old nor rich. Its people do not exceed 2,500,000; its area is but 56,066 square miles. In 1850 its people numbered 305,391; in 1860, 775,881, and thereafter it added about 300,000 each decade. Saskatchewan had 91,279 people in 1901, 257,763 in 1906, and 349,645 in 1909; and within its boundaries are 250,650 square miles.

If Wisconsin accomplished so much in forty years is it madness to expect that not a few will live to see in this Province a University as strong and as efficient, as abundant in service and as potent in influence as the great University of that State? I think no one in this optimistic land will cast ridicule upon the vision. We believe in our University because we have faith in our Province.

The Site.

The Governors have large expectations and are planning on a large scale. Already they have purchased a site containing 1,333 acres, and they are setting aside nearly 300 acres for a campus. In doing this, they heeded the warning of every University authority consulted. Nearly every University has suffered because short views were taken in the beginning. It is true that fifty years ago it was well-nigh impossible to forecast the extent of the growth of a progressive University. McGill, Toronto, Queen's, Dalhousie and Manitoba are notorious examples of overcrowding. The venerable President of the oldest State University, Dr. Angell of Michigan, agrees with the Head of the largest of the younger Universities, President Judson of Chicago, in advising liberal provision for a site.

President Angell says: "All the history of American Colleges shows that the old ones made the mistake of failing to foresee what dimensions the institution would take on, and nothing is clearer than that the variety of the kinds of work, that are to fall to the Colleges and Universities on this continent is destined to increase rapidly. We are all coming to see that one of our principal functions is to serve the state and the people by furnishing them preparation for a great variety of pursuits, for all of those in which advanced knowledge is required and for all of those to whose prosperity independent research can contribute." Briefly he expressed his advice in these words, "Get all you can. No one can foresee the future needs."

In answer to an inquiry as to how many acres as a minimum a University without an Agricultural College should have President Judson replied, "It depends so much on local conditions that I can hardly answer. In general I should say this: When you are sure you have enough get more."

President Schurman of Cornell says: "The Cornell Campus, exclusive of the University Farms, now contains about 350 acres, while the University Estate, including the lands devoted to the College of Agriculture and the College of Veterinary Medicine, covers an area of over 1,100 acres. For our present needs this seems adequate, but experience in the past has demonstrated, so far at least as we are concerned, the wisdom of making proper provision for the future

growth and expansion of the University, and the University will doubtless continue the policy of acquiring new lands as they can be secured at reasonable and satisfactory figures."

Building Plans.

No better indication of the scope of the plans for future growth can be given than the recommendations approved by the Council and Senate and adopted by the Governors.

It was recommended that the University in its plans make ample provision for the establishment of—

1. A College of the Liberal Arts and Sciences with Schools of Music, Art and Commerce.
2. A College of Agriculture with Schools of Forestry, Domestic Science and Veterinary Science.
3. A College of Education with Practice Schools.
4. A College of Law.
5. A College of Medicine with School of Pharmacy and adjacent Hospitals.

6. A College of Dentistry.
7. A College of Engineering with Workshops and Laboratories.
8. An Extension Department making provision for local Technical Schools, Correspondence Classes, Lecture Courses, and Farmers Clubs in local centres.

In addition to the provision to be made for lecture rooms, laboratories and opportunities for research by professors and students, there should be buildings for general purposes, such as a Library, Convocation Hall, Administration Hall, Museum, Union, Chapel, Association Halls, Power House and Gymnasium, adjacent to a large Athletic Field.

A system of College Residences for men and women modelled after the English Colleges, and a group of Official Residences should form an integral part of the University plan.

Around the University there will be gathered in time a group of Colleges and Institutions closely allied to the University such as the Theological Colleges. Sites of from three to five acres are to be set apart for these.

The College Farm is to be well equipped with stock and machinery and is intended to exemplify the best methods of cultivation and is to be utilized in the solution of some of the difficult problems which confront western agriculture.

In the erection of buildings the Governors propose to follow as far as possible a definite plan which will enable them to convert to other uses the older buildings as they become too small. Consequently the first buildings will not be excessively large, but of moderate size, well constructed, of durable material and so arranged that important internal modifications may be made without impairing the strength of the buildings. In these and other ways it is hoped to avoid waste. The systems of heating, lighting, power, sewerage and water to be installed will be such that with the expansion of the University it will not be necessary to tear down and remove but at moderate cost to make additions ample for the growing needs.

The foregoing is but a meagre sketch of the scope of the plans for the future growth of our University. They are large, but not impossible. States much smaller in area and less richly endowed, notwithstanding the bitter opposition from sectarian colleges and the indifference of an unenlightened public, have done more. From these Saskatchewan is happily free. Here Sectarianism appears only to promote the best interests of the University; and public opinion recalls the great services of the Universities and Agricultural Colleges of Eastern Canada and the Western States and demands similar service for Western Canada.

No better account of the change in the attitude of the public to University education within the last thirty or forty years could be desired than that given by President Pritchett of the Carnegie Foundation for the Advancement of Teaching.

President Pritchett on State Universities.

"With respect to higher education two radically different plans are in the process of development in the United States, one, that of the university or college supported by tuition and private endowment, the other, the university or college supported by taxation and governed therefore by the state whence its support is drawn. While these two systems of colleges and universities are growing contemporaneously, they are characteristic of different sections of the country. In New England there is but a single state university, while in the west, with few exceptions, the privately endowed institutions are overshadowed by the great state universities.

"The colleges of the older states—New England, New York, Pennsylvania, and New Jersey—sought and obtained in their beginnings state aid. In the end, however, they abandoned the effort to obtain support from their respective states and decided to depend on tuition fees helped out by the support from private giving. This action was partly the result of denominational effort to control colleges, but the outcome was in the main due to distrust of state control and the political interference which was considered inseparable from it. In addition, the difficulty of securing adequate support from a state seemed at that time far greater than that of securing it from individuals.

"The experience of the last two decades has greatly modified this view. It is true that the state universities were launched upon the uncertain seas of political management. But the very circumstances of their life made it necessary to educate the entire state as to the value of education itself and the obligation of a great commonwealth to support higher education generously. Slowly, but none the less surely, the stronger universities in the more progressive states have secured freedom from unwise political interference. The alumni of these institutions now form a most influential part of the citizenship of their states and help to create public opinion.

"Furthermore, with the support of a fast developing public opinion, the governing boards of these institutions—chosen for long terms—have shown that it is possible to secure through ordinary political action competent boards for great institutions of learning. The late William F. Vilas, sometime United States Senator from

" Wisconsin and a member of President Cleveland's Cabinet, rendered " for many years conspicuous service as a member of the board of " regents of the University of Wisconsin and upon his death left to " the university a bequest of a large sum of money, a gift whose " disposition gave evidence of his close and intimate knowledge of " educational conditions and of the university's needs.

" The most impressive feature, however, of the advance of the " tax-supported institutions is the generous support accorded to them " by their respective states. Several states now contribute annually " a million dollars each to the support of their respective state uni- " versities, and in some states the bulk of this income comes in the " form of a mill tax which is rendered without action of the legislature " and which increases automatically with each revaluation of state " property. A million dollars a year is, however, a very modest sum " for a great and rich state like Wisconsin, or Illinois, or California to " spend on its state university. These institutions may confidently " expect incomes far larger than any privately endowed universities " can hope to enjoy. It is clear that state support of education in a " commonwealth educated to that ideal is the most generous and con- " stant source from which such support can be drawn.

" There is one feature of state support of education which is " worth noting. In the earlier days the state university president was " expected to lobby for his annual appropriation. In the better insti- " tutions that day has gone by. The state university president goes " before committees of the legislature with his budget. He appears " there not as a beggar but as a state officer, exactly as the head of a " government bureau goes before the committees of appropriation of " Congress. He submits to whatever questioning on these estimates " the committee desires to make, but having made his statement he " will, if he be a wise man, throw the entire responsibility of making " or refusing the appropriation asked for upon the legislature. His " duty is done when his case is fairly and fully stated."

(Third Annual Report pp. 145, 146.)

" The University of Michigan, founded in 1837, was the first to " receive generous support and to grow into a strong and vigorous " institution. Wisconsin, California, Illinois, Minnesota, and other " states have followed rapidly. In these and many other states the " state university receives a generous and growing support; it has " become independent of politics, and most important of all is the " organic head of a rational democratic system of education wholly " free of denominational control.

" No one interested in education can repress a thrill of exultation " as he looks forward to the future of these great state universities. " They were started at a fortunate intellectual epoch. Their founda- " tion stones were laid when the battle for scientific freedom and " scientific teaching had just been won. They were dedicated by the " pioneers who founded them in a spirit of intellectual and political " freedom. They are essentially and in the broadest and simplest way " democratic, and the logical outgrowth of a democratic system of " public schools. It is to this real democracy, to the fact that they " were founded, not by a few men, nor by a single man, but by the " whole people of a state, that they owe their greatest fortune, and no

"one looking into the future can doubt that they are to be among the most influential, the richest, the most democratic universities of our land, vying with the oldest and most famous institutions of our Eastern states in a rivalry which we may well hope to see the noble rivalry of the scholar rather than a rivalry of riches, of buildings, and of numbers."

The following table of the growth of Governmental support of Western Universities is significant of the people's appreciation of the work of their Universities:

University.	Annual Income in 1896.	Annual Income in 1906.
Michigan	\$ 225,200	\$ 439,500
Missouri	127,700	366,100
Iowa	101,600	429,600
Wisconsin	313,000	796,400
Kansas	104,000	301,800
California	316,800	677,800
Illinois	144,500	825,100
Minnesota	190,200	345,300
Nebraska	70,700	357,100
Colorado	86,500	140,000
	<hr/> \$1,681,200	<hr/> \$4,577,700

(Bulletin No. 1, pp. 20, 21, 24, 26.)

The Things Worth While

The efficiency of a university depends more upon the character of its staff and their ideals, than upon the extent of its site or the magnificence of its equipment. What these ideals will be it is impossible to forecast, for the staff has not, and after all, does not, have outlined a policy. In the determination of an educational policy two tendencies usually struggle for the ascendancy. The Traditionalist seeks to preserve the best of the past, in the belief that it is through education that the heir of all the ages enters upon his inheritance. In so far as the youth is loyal to the teaching of the experience of his ancestors his days are long upon the land. In literature and history, in philosophy and theology is preserved the best that has been thought and done in other times and other lands. The Utilitarian believes that the secret of life is adaptation to new conditions. Through the investigation and applications of science man learns of the new conditions and how to meet them. Man, the minister and interpreter of nature, through knowledge acquires power over nature.

In a sense both are right. If it be true that the business of education is to prepare for life, to prepare not merely for acquiring the means of a livelihood, but also for appreciating the meaning and manner of living, it is necessary both to study nature's ways and how to induce her to yield her fruits and her friendship, and also to go to the wise of other ages and other lands, and learn of them how to use and enjoy the gifts and the opportunities which are within reach.

In the older universities the Traditionalist, whether he passed

under the name of Humanist, Scholar, or Man of Letters, held undisputed sway until the nineteenth century. But with the startling discoveries and inventions of that century and man's amazing progress in the mastery of nature, a new type of university arose,—the Technological Institute, the School of Science applied to the industries. Its watchword was Mastery through Science. In the first flush of victory the Utilitarian was contemptuous both of the warnings and the taunts of the lover of the times that are gone. But as time passed, a saner attitude was adopted. No fair minded man can deny that Oxford, "the home of lost causes, forsaken beliefs and impossible loyalties," has been of inestimable service to Britain in building up a race of great statesmen in the eternal principles of liberty, justice and humanity. To her public schools and her ancient universities Britain owes her ascendancy in the councils of the nations. At the same time, the most reverent worshipper at the shrine of the past must admit that the schools of technology have not only increased the span of human life and added to its happiness, but have placed within man's power the means of living a better and a worthier life.

Naturally in a new country, where the struggle for the means of living is keen, the schools of practical science are regarded as the necessities of higher education, and the schools of the liberal arts or humanities, as the luxuries. In time, however, men will come to emphasize not so much the means of living as the manner of life. The farmer, "who grows more corn to feed more hogs to buy more land to grow more corn to feed more hogs to buy more land," will find that this is not the end of life. He may be slow to recognize this, not so are his wife and children, whose happiness and comfort are being sacrificed to his greed. In this province where the struggle between man and nature for wheat is intense, the aid of science is eagerly sought, but no less intense should be man's anxiety for the comfort and happiness of his family. If our University is to serve the province in the things that abide, it should provide both the schools of science, where mastery over nature is taught, and the school of the humanities where men learn the purpose of life and the art of living. It should conserve the best of the past, and meet the needs of the future.

The Sphere of the University.

What is the sphere of the university? Its watchword is service—service of the state in the things that make for happiness and virtue as well as in the things that make for wealth. No form of that service is too mean or too exalted for the university. It is as fitting for the university, through correspondence classes, extension courses, supervision of farmers' clubs, travelling libraries, women's institutes or musical tests to place within the reach of the solitary student, the distant townsman, the farmer in his hours of leisure or the mothers and daughters in the home the opportunities for adding to their stores of knowledge and enjoyment, as it is that the university should foster researches into the properties of radium or the causes and cure of swamp fever; provided, of course, that it is better fitted than any other existing agency for carrying on that particular work.

It is, however, necessary that the tree should be firmly rooted

before it begins to branch out widely. The university must become firmly established in the peculiar work of a university before it attempts to branch out into different forms of extension work. When strength is assured in these, it can afford to dissipate its energies in the wider diffusion of knowledge. But whether the work of the University be conducted within the boundaries of the college campus, or throughout the length and breadth of the province, there should be ever present the consciousness that this is the University of the people, established by the people, and devoted by the people to the advancement of learning and the promotion of happiness and virtue.

The Staff.

In establishing the Colleges of Arts and Science, the Senate provided for the following departments:—(a) Classics, (b) Modern Languages, (c) English, (d) Philosophy, (e) History and Economics, (f) Mathematics, (g) Physics, (h) Chemistry, (i) Biology and such other departments as the Governors may from time to time determine. Similarly in the College of Agriculture they provided for departments of (a) Field Husbandry, including Soils, Farm Crops, (b) Animal Husbandry, including Live Stock and Poultry, (c) Dairy Husbandry, (d) Agricultural Engineering, (e) Horticulture and Forestry, (f) Bacteriology, (g) Agricultural Chemistry, (h) Natural History, including Weeds and Entomology, (i) Veterinary Science, (j) Extension Work and such other departments as the Governors may from time to time determine.

The Governors established the following grades of instructors:—Professors, Assistant Professors, Lecturers, Instructors and Demonstrators. The Instructors and Demonstrators are to be appointed from year to year, and are the junior members of the staff, the latter term being reserved for those who are engaged in laboratory work, The term "Lecturer" is reserved for those who devote only part of their time to University work. It will apply to professional men giving courses in law, medicine, engineering, etc., and to those who give special courses of lectures. An appointment to a professorship or assistant professorship is for an indefinite term of years unless the contrary is expressly stated.

In determining the salary of a member of the staff, the practices of universities differ widely. The usual practice is that of the individual bargain. At first sight it appears to be the most business-like. According to it, the salary of a teacher will depend upon the supply of teachers and the demand for their services. That demand will in part vary with their efficiency. Where salaries are large and the means of increasing them are ample and readily available, and where the qualifications are not highly specialized, the system may work well. Unfortunately, University work requires so many years of special preparation, and the number of appointments in certain departments is so small, that the flexible law of supply and demand works great hardships in individual cases. Further, this system facilitates wire pulling of various kinds. It makes it worth a candidate's while, fairly or otherwise, to make the authorities believe that he is a very popular teacher or a brilliant investigator or that he is much sought after by

other institutions. It also leads to unpleasant comparisons between members of the same staff. Dissension, spite, jealousy, and all that horde of demoralizing passions break loose and run riot through the body academic, taking possession of students as well as of staff.

The older and more attractive universities like Harvard and Toronto have adopted the schedule system. The schedule provides for different grades and a maximum and minimum in each grade. Promotion within each grade is more or less automatic. Promotion from grade to grade depends primarily upon efficiency, though length of service has its influence. This system in its working gives the impression of great fairness and does not promote strife and jealousy. At times, however, it fails to secure or retain an exceptionally brilliant man. But it does make men more ready to remain for a small salary than is given elsewhere, because the university atmosphere is attractive and the esprit de corps of the staff is good. To make such a system work well the University should provide good facilities for study and research—good library and laboratory equipment—and should make the conditions of living as pleasant and as attractive as possible. At the same time, the salaries, while not yielding luxuries, should be such that the teacher can live in comfort and enjoy opportunities for intellectual improvement.

The Governors of this University adopted the schedule system in the belief that the atmosphere of a university—the spirit of its staff and the temper of its students—is far more important than a few spectacular achievements by one or two highly paid geniuses accompanied by the discontent and grumbings of a staff underpaid and demoralized. They also believe that small annual increments to a salary enable the recipient to adapt himself better to the growing demands of his work and position.

The actual minimum of a professor's salary in this University is not greater than that of other universities in Western Canada, while the maximum is that of the University of Alberta. Without doubt there must in the near future be an increase in salaries, but when that time arrives the rapid increase in the wealth of the province will make such increases less difficult.

In the selection of the staff the aim has been to secure men who have taken distinguished undergraduate courses in the better universities and colleges, and who have followed this with a graduate course leading to a Ph.D. or an equivalent in one of the leading universities on this continent or in Europe, and who have proved successful teachers. Ability, training and skill in teaching, however, are not enough. To these should be added industry, enthusiasm and high character. Great care has been taken in making enquiries and no appointment has been made until those who made the recommendations were fully satisfied. In making appointments the usual practice of the better universities in America has been followed. In this respect there is a marked difference between the British and the American practice. The British practice calls for advertisements followed by applications supported by testimonials. The American practice requires the authorities to make inquiries concerning suitable men, and

after obtaining by letter or interview the opinions of trustworthy judges, to secure personal interviews with possible candidates. Should the result be satisfactory an offer is made to the acceptable candidate. Each system has its merits. The British system brings to the notice of the appointing body a number of good men who might otherwise remain unknown. The American system avoids the objectionable canvassing which the best men decline to undertake; and for the vague and sometimes misleading testimonial it substitutes the personal interview and the candid estimates of reliable judges.

In the College of Arts and Science the following have been appointed:—George Herbert Ling, B.A. (Tor.), Ph.D. (Col.), Professor of Mathematics; Edmund Henry Oliver, B.A. and M.A. (Tor.), Ph.D. Col.), Professor of History and Economics; Reginald John Bateman, B.A. and M.A. (T.C.D.), Professor of English and French for one year; Arthur Moxon, B.A. (Dal.), B.A. and B.C.L. (Oxf.), Assistant Professor of Classics for one year. These enter upon their duties in September, 1909.

In the College of Agriculture there have been appointed William John Rutherford, B.S.A. (Tor.), Dean and Professor of Animal Husbandry; John Bracken, B.S.A. (Tor.), Professor of Agriculture; Alexander Rodger Greig, B.Sc. (McGill), Professor of Agricultural Engineering and Superintendent of Building. Professor Greig enters upon his duties in 1909, Dean Rutherford and Professor Bracken in 1910.

Dean Rutherford has studied at Guelph and at Ames, Iowa. He has served on the staff of the Agricultural Colleges of Ontario, Iowa and Manitoba. At present he is Deputy Commissioner of Agriculture in this province. Professor Rutherford greatly distinguished himself as a student, attained very great success as a teacher, and gave much satisfaction as an administrator. He possesses an unusual knowledge of the conditions and needs of western agriculture and is recognized as an authority in his subject.

Professor Ling was one of the distinguished students of his time in Mathematics at Toronto and Columbia. He has taught with marked success at the Wesleyan University, Middleton, and Columbia University. At the time of his appointment he was Adjunct Professor of Mathematics in Columbia. He has done good work in Mathematical investigation. Dr. Woodward, the President of the Carnegie Institute for the Advancement of Knowledge, formerly Professor of Mathematics and Dean in Columbia University, wrote: "Dr. Ling is one of the ablest of the younger Mathematicians now actively engaged in Mathematical work in America."

Professor Bracken was the best student of his year at Guelph. From Guelph he came to Manitoba, where good work was done for the Dominion Government. This was followed by his appointment as Superintendent of Fairs and Institutes in Saskatchewan. In this position he has acquired an exceptional knowledge of the conditions of agriculture in this province, and has showed himself to be unusually endowed with tact, business ability and skill in the management of men.

Professor Oliver attained high distinction in his Classical and Historical studies in the University of Toronto. These studies he con-

tinued in Columbia University with such success that he was awarded a fellowship and the Doctor's degree with high honours, Professor Oliver has also studied in Chicago and at Halle in Germany. During his vacation he has travelled in Europe, Asia Minor, Palestine and Egypt in the interests of his historical investigations. Professor Oliver has been Lecturer in History in McMaster University. He has published a monograph on The Economic Conditions of the Roman Empire, which has been highly commended by some of the leading authorities in the subject.

Professor Greig, after taking his degree in Mechanical Engineering from McGill, spent several years in railway work with the Canada Atlantic and the Canadian Northern Railways. Three years ago he was appointed Professor in the Manitoba Agricultural College. During this time he had charge of the Motor Competitions for the Winnipeg Exhibition, has had the supervision of the buildings of the College, and has organized a strong department. He is an enthusiastic and interesting teacher, an engineer of first class ability and great industry, and is possessed of unusual organizing talent.

Professor Bateman has had a remarkable course in Trinity College, Dublin, winning Honours, Prizes and Scholarships in such diverse subjects as Classics, Mathematics, History, English and French, and crowning his course with a Senior Moderatorship, Gold Medal and Scholarship in English and French. Professor Dowden wrote: "I know no one whom I could more confidently recommend for appointment to the Professorship of English at Saskatchewan University than Reginald Bateman." Professor Bateman, according to a colleague, has "proved himself to be a teacher of an unusually high order. He has been able to infuse into his pupils much of his own enthusiasm for literary things."

Professor Moxon received the degree of B.A. with High Honours and University Medal in Classics from Dalhousie University. The same year he was chosen Rhodes Scholar. In Oxford at the end of his second year he obtained his B.A. with the unusual distinction of First Class Honours in Jurisprudence; and at the end of his third year attained the B.C.L. with Honours, but one taking higher standing. Mr. Moxon has taught with success.

Scholarships and Exhibitions.

Fifteen Scholarships ranging in value from \$100 to \$75 each have been offered for competition. A nomination to a Scholarship has been placed at the disposal of each of the Collegiate Institutes and High Schools of the province. Ten exhibitions of the value of \$100 each, payable within the first year of attendance, are also offered for competition among the students who enter the University in September, 1909.

To meet the expenses of these Exhibitions a thousand dollars have been very generously contributed by Messrs. W. J. Bell, J. F. Cairns, L. G. Calder, F. Engen, A. H. Hanson, E. J. Meilicke, A. J. B. Summers, Hon. W. C. Sutherland and Hon. A. P. McNab. It is to be hoped that this is but the beginning of a series of gifts to the University from public spirited citizens.

The University and the High School.

In the older provinces, the High Schools have been distracted by the conflicting demands of the University courses, the courses for Teachers and the Commercial courses. It is highly desirable that in this province the University should from the first be an integral part of the provincial system of education. The Senate at a special meeting in January decided that the requirements for Matriculation and for Teachers' Diplomas in the subjects common to the two examinations should be identical. For example, the same work in History and in English will be done by those preparing for Teachers' Diplomas and for Matriculation. Every effort will be made to co-ordinate the work of the University with that of the Schools.

The University and the Professional Societies.

Proposals are also being made with a view to bring the various professions, such as those of Law, Medicine, Dentistry, Pharmacy, Accounting, etc., into the closest relations with the University. If they are adopted the University will become the examining body for the various Professional Societies. While it is highly desirable that the University should gather into itself all higher educational work, it is also desirable that this should be accomplished without lessening the interest or impairing the efficiency of other educational agencies.

Changes in the Governing Bodies.

During the year the four vacancies in the Senate were filled by the election of Doctors Low and Sparling, the Rev. C. C. Young and Mr. Fenwick. Messrs. Clinkskill and A. Macdonald were re-elected by the Senate to the Board of Governors and Mr. W. J. Bell was appointed by the Governor-in-Council to succeed Hon. A. P. McNab. Mr. Justice Prendergast and Dr. Low were re-elected to the University Council. If the University is to be truly provincial in character it is highly desirable that as far as is compatible with efficiency the different parts of the province should be represented in the Senate and the Board of Governors. In order that representatives from distant parts of the province may not be prevented from attending the meetings of the Senate and Governors, the Board decided to pay their travelling expenses.

Expectations.

Within two years we expect that the staff will be completed, courses of study arranged, methods of instruction determined, plans for future development perfected, buildings erected and all the machinery of an efficient university set in motion. Mistakes will doubtless be made, but it is to be hoped that they will not be due to indifference to the experience of others or to self-complacency. May we hope that there will pervade the University, from Senate to students, a spirit, self-reliant and steadfast, yet ready to perceive and acknowledge excellence abroad and to detect and remove defects at home.

June, 1909.

